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ABSTRACT

The document consists of five social studies units for developing basic inquiry skills at the secondary level. Students read and analyze data through the construction of a table and a graph in Unit I, "Reading Graphs and Charts." Topics include a model of consumer demand, census information, and national budgeting. In Unit II, "Community Change," students use maps as data sources for investigating community change. Students are given a city directory, map, and yellow pages directory for 1958 and 1978 from which they list and evaluate reasons for change. Materials from the city of Oxford, Ohio are included. Unit III contains a Civil War packet including maps of resources, important cities, agriculture, industry and manufacturing, and railroad maps. In examining the maps, students determine the conditions present at the onset of conflict, and reasons and strategies employed by the Union and Confederacy. Unit IV, "Finding Foreign Products in Your Home and Community," involves students in collecting data and transferring it into circle graphs. Students also identify on a world map countries producing materials. Unit V, "Cartoon Reading," presents three political cartoons for students to analyze according to a headline story. (KC)

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NCSS 59th ANNUAL MEETING NOVEMBER 21-24, 1979

"BRIDGES TO THE FUTURE"

THE FLEA MARKET

"Basic Skills for Reflective Inquiry in the Social Studies"

PARTICIPANTS

Mary Jane Rodabaugh
Donald A. Pribble
Michael J. Fuller

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SP 012 262

MIAMI UNIVERSITY

Oxford, Ohio

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WHY READ NON-PRINT MATERIAL--GRAPHS?

There is a literacy of non-print materials just as there is a literacy of the printed word. Literacy with non-print materials does not just happen, but requires special skills and decoding practice comparable to print communication.

Since success and the ability to function in both school and non-school settings are partially dependent on one's ability to read and interpret the real world, all readers should able to read and process non-print information. To deprive students of experience in reading graphs and charts will reduce their ability to gather and analyze information in the world surrounding them.

The materials relating to graphs and charts in this packet are designed to involve the student in the reading and analysis of data through the construction of a table and graph.

The objective of the first activity is construction of a demand curve (line graph). The student is presented narrative data (consumer demand survey) and asked to record the relevant data on a table from which he will find the necessary co-ordinates for price and quantity demanded. Then the student should record on the graph the following: supply title and source of data, label vertical and horizontal axis, determine numerals for each axis, establish co-ordinates from table and complete the line graph. The instructor should then review the material by assisting students to read the graph and establish relationship between price and quantity demanded. This could be continued with data on supply and with the determination of price.

Remaining materials on graphs were selected to demonstrate that teachers can keep social studies instruction relevant by providing students with current newspaper information which can best be presented in graphic form. The problem is to determine which of the following graphs would be the most suitable for presenting data.

SP 012 262

A. Bar Graphs:	Most popular. Simple, easily understood. Useful for showing growth, progress, results, status, comparisons. Best used to show "fixed" or "static" figures.
1. Vertical	A sense of "piling up" or "new high"
2. Horizontal	Duration, extent. To break down for comparison or analysis.
B. Pie Graphs:	Used to show division of a whole. Best for simple concepts.
C. Profile Graphs:	Best for showing trends over a period. Best for showing only one trend.
D. Line Graphs:	Used to show trends and changes, explain relationships.

At the conclusion of the various kinds of data which might be used to update social studies teaching there is a reproduction of the graphs used by the New York Times to present some of the data in the packet. Graphic representations are a part of real world experience. Our students should be prepared to read and evaluate such information.

Mary Jane Rodabaugh

GUIDELINES FOR CONSTRUCTION OF GRAPHS

A. Bar Graphs:	Most popular. Simple, easily understood. Useful for showing growth, progress, results, status, comparisons.
	Best used to show "fixed" or "static" figures.
1. Vertical	A sense of "piling up" or "new high"
2. Horizontal	Duration, extent. To break down for comparison or analysis.
B. Pie Graphs:	Used to show division of a whole. Best for simple concepts.
C. Profile Graphs:	Best for showing trends over a period. Best for showing only one trend.
D. Line Graphs:	Used to show trends and changes, explain relationships.

BUILDING A MODEL OF CONSUMER DEMAND

Observe and define problem

JAMES ANDREWS, 21, FORWARD. Father's occupation: bank president. Personal characteristics: outgoing, popular (has a girl friend named Laurel at Crockett College and another named Susan at Plum Beach, where his family spends the summers.) If victory pins cost $5 a piece or less, Andrews would buy three- one for himself, one for Laurel, and one for Sue. If pins cost $6 or $7, he would but two-one for himself and one for Laurel. If pins cost $8, he would buy one for himself, but he would not pay more than that.

ARTHUR CHESTER, 19, CENTER. Father's occupation: lawyer. Personal characteristics: star basketball player but rather modest. If pins cost $6 or less, he would buy one, but that is his limit.

MORTON JOSEPHS, 20, GUARD. Father's occupation: clothing-store operator. Personal characteristics: bookish, shy, fond of his father. If pins cost $3 or less, he would get two-one for his father and one for himself. If they cost $4 or $5 he would just get one and give it to his father. For $6 or more, he would regard the pin as an unnecessary extravagance.

GEORGE KASTRUP, 20, FORWARD. Father's occupation: life insurance agent. Personal characteristics: aggressive, somewhat conceited. If pins cost $5 to $8, he would just get one for himself. He would not go higher.

THOMAS O'HARA, 21, CENTER. Father's occupation: police officer. Personal characteristics: likes to go along with the crowd if possible. If pins cost $6 or less, he would buy one, but that is his limit.

MARK RUFFINO, 19, GUARD. Father's occupation: garage mechanic. Personal characteristics: conscientious, devoted to family-has two brothers and three sisters. Works evenings at filling station. If pins cost $3 or less, Ruffino would buy one.

WILLIAM SHAW, 20, FORWARD. Father's occupation: newspaper reporter. Personal characteristcs: lively, talkative, enjoys dancing (especially with a friend named Sally.) If pins cost up to $4, he would buy two-one for himself and one for Sally. If pins cost $5 to $7, he would just get one for himself.

ELIJAH WALTERS, 21, GUARD. Father's occupation: machine operator (at present unemployed.) Personal characteristics: anxious temperament, dislikes showing off. He would not want a pin at any price and would not wear it.

IF THE

PRICE OF A PIN WERE

$3 $4 $5 $6 $7 $8 $9

J. Andrews

A. Chester

M. Josephs

G. Kastrup

These men would buy the following number of pins:

T. O,Hara

M. Ruffino

W. Shaw

E. Walters

TOTAL

8 Making a Line Graph

TITLE:

SOURCE:

N. Y. Times 2-18-79
page 16

1978 Census: Hispanic Americans

Places of Origin

Mexico	59%
Puerto Rico	15%
Cuba	6%
Central & South America (others)	20%

Places of Residence

California	29%
Texas	20%
New York	15%
Arizona, Colorado, New Mexico	9%
Other U.S.	27%

Families Below Poverty Level

Puerto Rico	39%
Hispanic Avg.	21%
Mexican	19%
Cuban	15%
National Avg.	9%

THE BUDGET DOLLAR - 1979 ESTIMATE

Where it comes from:

Individual Income Taxes	38¢
Social Insurance Receipts	28¢
Corporation Income Taxes	13¢
Borrowing	12¢
Excise Taxes	5¢
Other	4¢

Source: The White House

Where it goes:

Direct Payments to Individuals	37¢
National Defense	24¢
Grants to State & Local Govt.	17¢
Other Federal Operations	14¢
Net Interest	8¢

FORD (1977)

DB	40¢
ND	24¢
STL	17¢
OP	12¢
NI	7¢

NIXON (1973)

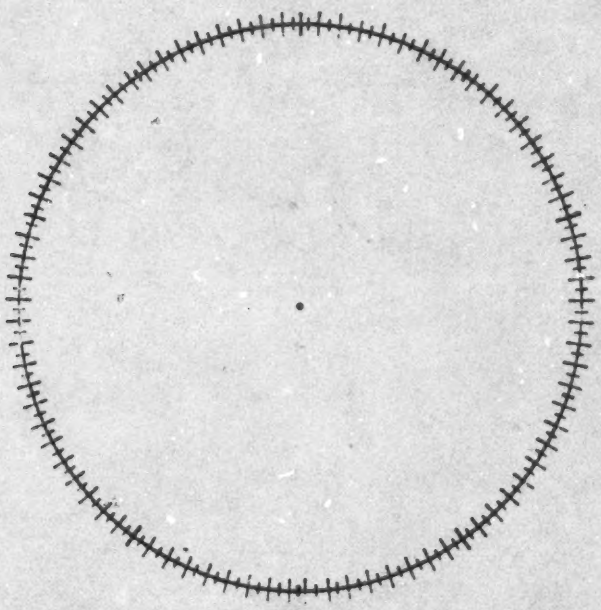
DB	34¢
ND	30¢
STL	17¢
OP	12¢
NI	7¢

JOHNSON (1969)

ND	43¢
DB	25¢
STL	11¢
OP	14¢
NI	7¢

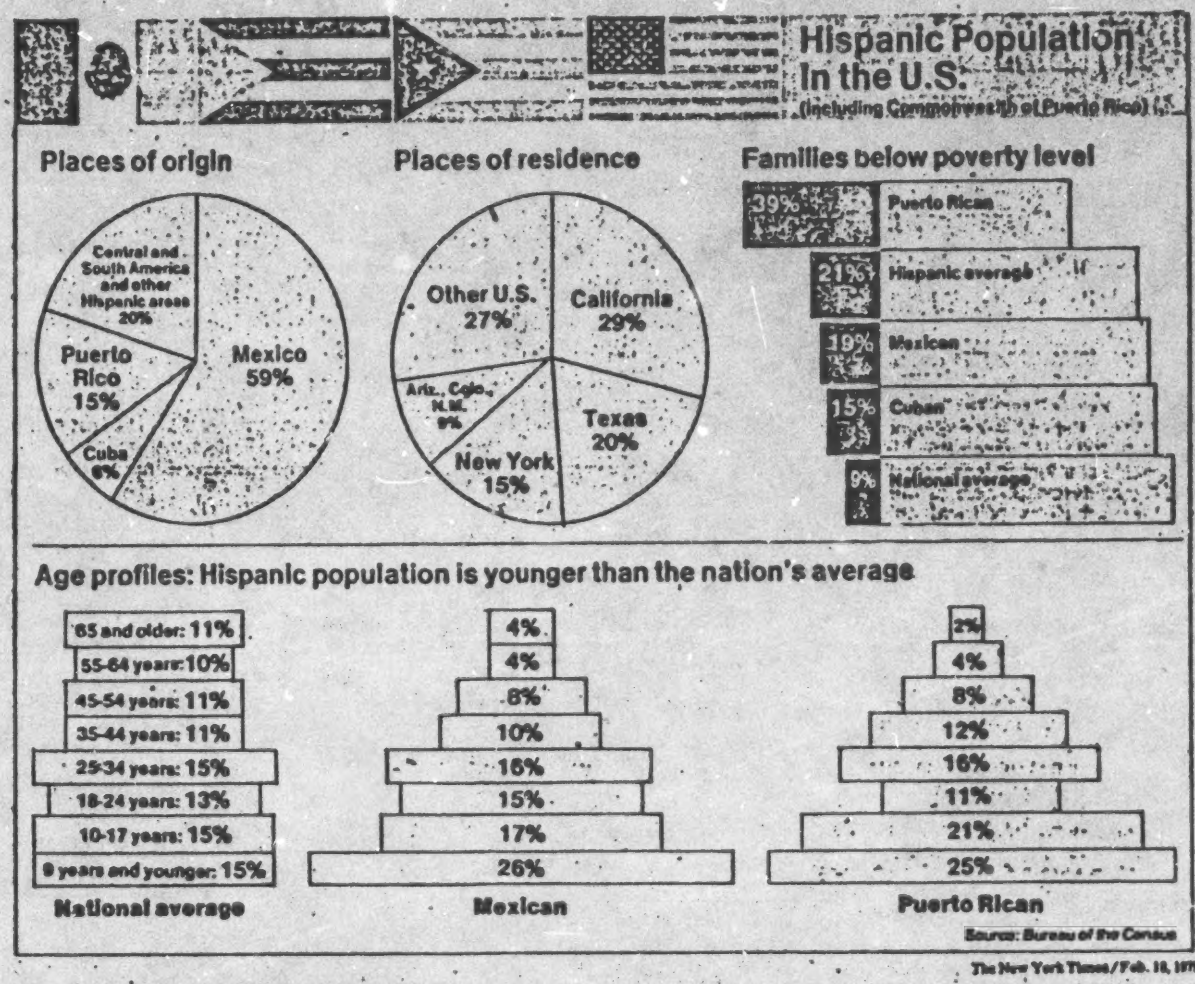
11 Making a Pie Graph

TITLE:



KEY:

SOURCE:


Hispanic Population In the U.S.
(Including Commonwealth of Puerto Rico)
Places of origin
Central and South America and other Hispanic areas 20%
Puerto Rico 15%
Mexico 59%
Cuba 6%
Places of residence
Other U.S. 27%
California 29%
Ariz., Colo., N.M. 9%
Texas 20%
New York 15%
Families below poverty level
39% Puerto Rican
21% Hispanic average
19% Mexican
15% Cuban
9% National average
Age profiles: Hispanic population is younger than the nation's average
65 and older: 11%
55-64 years: 10%
45-54 years: 11%
35-44 years: 11%
25-34 years: 15%
18-24 years: 13%
10-17 years: 15%
9 years and younger: 15%
National average
4%
4%
8%
10%
16%
15%
17%
26%
Mexican
2%
4%
8%
12%
16%
11%
21%
25%
Puerto Rican
Source: Bureau of the Census
The New York Times/Feb. 18, 1979

COMMUNITY CHANGE

BY Donald A. Pribble

Map skills are an integral part of any social studies curriculum. But all too often, we teach these skills in isolation, failing to provide students with the opportunity to use these skills in a problem-solving or investigative situation. In this activity, maps are used as data sources for investigating community change. The primary purpose of this activity is to increase students' awareness of changes that have occurred and will continue to occur in their local community. But in addition, the activity facilitates the development of map reading and problem-solving skills.

Materials

The materials included in this packet are designed for investigating change in Oxford, Ohio. They are not for general use, but rather provide examples of types of materials that can be found in other communities. The materials include a city directory (or phone book) and city map for the years 1958 and 1978. These materials might be located in City Hall, the local Chamber of Commerce, or the Telephone Company. The examples included in this packet only include pages that relate directly to those aspects of the community being investigated.

Objectives

1. Given a city directory and map, students will identify Oxford's boundaries in 1958 and 1978.
2. Given a city map and yellow page directories for 1958 and 1978, students will locate given places of business and residential areas for 1958 and 1978.
3. Students will list changes that have occurred between 1958 and 1978 and identify and evaluate possible reasons for those changes.

4. Given changes that have occurred during the past twenty years, students will project changes in Oxford for the next twenty years.

Method

It is assumed, for the purpose of this activity, that students have an understanding of change in the community. This can be ascertained by asking students to cite some examples based on personal experience (new houses, new stores, people moving, etc.). Students are then told that they are going to investigate specific changes that have occurred in their community during the past twenty years.

For the purpose of this activity, students investigate the relationship between where people live in the community (housing or residential areas and apartments) and the location and availability of food for people in the community (restaurants and grocery stores). This is only one of many possible relationships that can be used. Students might, for example, also study the relationship between automobile dealerships, service stations, and population. It should also be noted here that the maps in this pakcet are reduced in size. If this activity is to be successful in the classroom, maps need to be large enough for students to easily read so they can locate and record relevant information.

For the first phase of this activity, students are given a 1958 city map and yellow pages directory. They are asked to identify all restaurants, grocery stores, and apartment buildings in 1958. When the location is determined, the information should be recorded on the map. Residential areas are more difficult to determine. Very often zoning maps or other zoning information is available for classroom use. Another method might be to randomly check street names in the white pages of the directory in order to roughly determine where people lived. Regardless of the method used, residential areas should be shaded in so they can be distinguished from industrial or commercial districts.

The second phase of the activity involves the same procedures for 1978. Students again identify grocery stores, restaurants, apartments, and residential areas.

When the information has been recorded on the maps, students can begin to look at and analyze changes that have occurred in the community during the past twenty years. The following questions serve as examples that might be used to direct the problem solving.

1. How have the city limits changed during the past twenty years? Why?
2. What has happened to the number of apartment buildings (restaurants--grocery stores) during this time? Why?
3. Where did new residential areas develop? What happened to the older residential areas?
4. What has happened to the places of business since 1958? Are they still in buisiness? Have they moved to different locations?
5. Where have new grocery stores and restaurants had a tendency to develop? Why do you suppose these places of business developed where they did?
6. How do you explain the increase or the decrease in apartments, grocery stores, restaurants, and residential areas during this time?
7. Based on the information you have recorded on your maps, can you see any relationship between where people live and the food business?
8. Given what has happened during the past twenty years, what changes do you believe might occur in Oxford during the next twenty years?

The questions listed here are designed to guide students in their problem solving. The questions themselves should be adapted to a community's unique characteristics. But regardless of the questions used, the activity should help children recognize the relationship that exists between population growth, population shift, and business establishments that provide the community with an essential product--food.

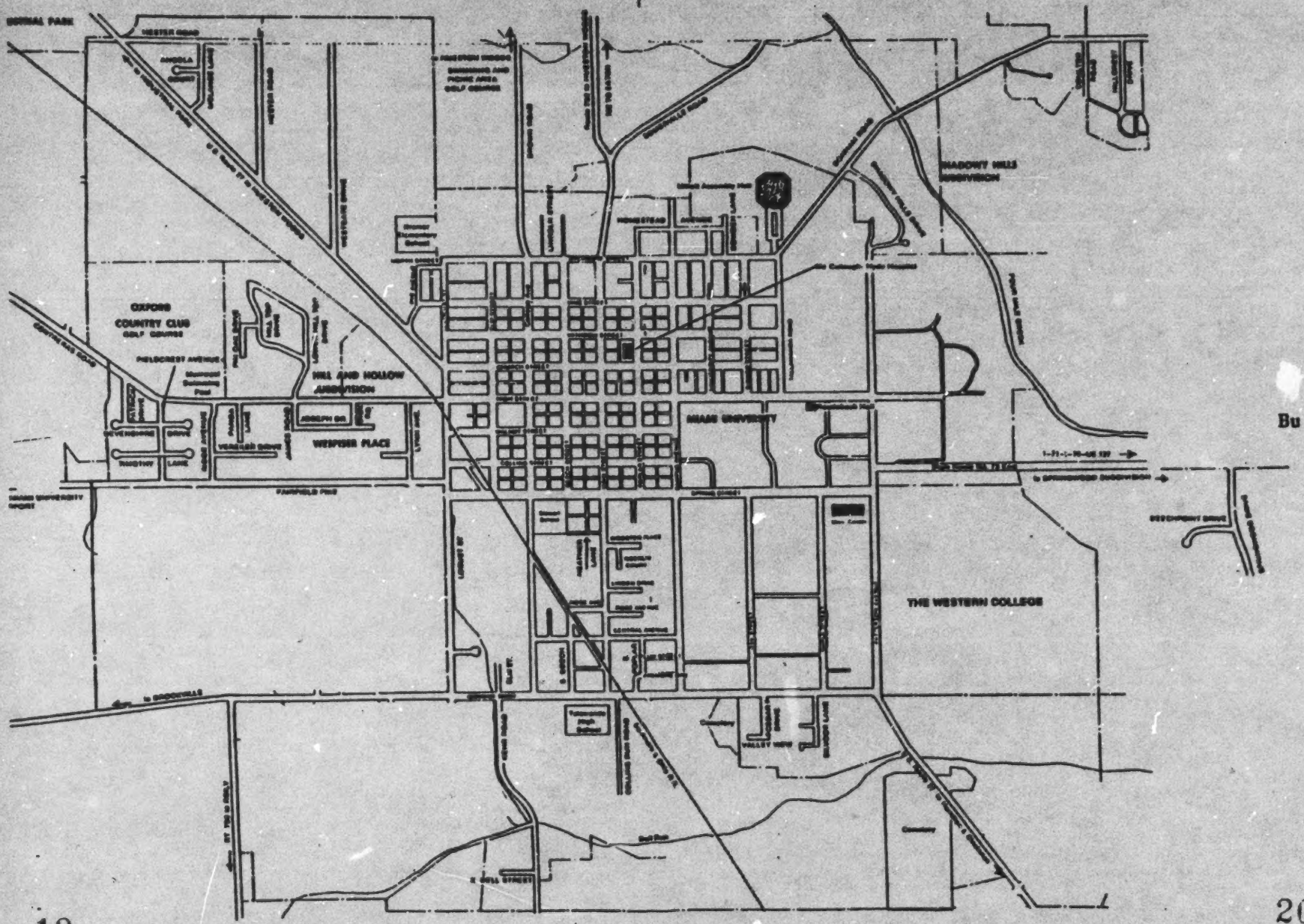
Summary

This activity can provide the impetus for further community study. As a result of looking at change over a twenty year period of time, students might

be motivated to check further into their local history. In addition, students might want to conduct a more indepth investigation of business development. The Oxford directory, for example, shows a decrease in the number of grocery stores between 1958 and 1978. Further investigation would reveal that one grocery store has become dominant in the community--almost to the point of being a monopoly.

As a result of this activity, students do gain insight regarding their community. In addition to providing for a greater understanding of the concept of community change, the activity facilitates the development of map-reading and problem-solving skills.

CITY OF OXFORD
1958



Bu

MEMORANDA

THE MULLIN-KILLE

OXFORD

OHIO

Classified Business Directory

1958

COPYRIGHT 1958 BY ROBERT MORTON BALDWIN

Accountants—Certified Public

Koehler W D 32 E High

Advertising

CAPRI MIMEOGRAPHING 8 S Beech Δ3-4068

Air Conditioning

MORGAN HTG 114 E Vine Δ3-4738

Aluminum Doors and Windows

OXFORD LBR CO 14 N Beech Δ3-5089

Aluminum Roofing and Siding

OXFORD LBR CO 14 N Beech Δ3-5088

Antiques

Douglass Antiques 8 W Park Pl

Apartments

Alexander Apts 22 N College
DuBois Apts 111 E Walnut
Folker Apts 34 E Walnut
Halter Apts 112 W High
Umstead Apts 22 E Collins

Architects

Maxfield D B 111 W High

Arrangements—Floral

HALL OF OXFORD 22 W Park Pl Δ3-4917

Art Galleries

Walkup Art Gallery 47½ E High

Asbestos Roofing and Siding

★CAREY—Oxford Lbr Co 14 N Beech Δ3-5088

Asphalt Roofing and Siding

★CAREY—Oxford Lbr Co 14 N Beech Δ3-5088

OXFORD MOTORS, INC
John Brugalotta, Pres.
TEL. 3-5050
"Your Friendly Ford Dealer"
1840

Automobile Accessories and Supplies

CHAMPION OIL SERV 4085 College Corner Rd Δ3-4734
★FORD—Oxford Mtrs 25 (18-18) W Park Pl Δ3-5050
Moore's 25 W High

Automobile Air Conditioning and Service

OXFORD MTRS 25 (18-18) W Park Pl Δ3-5050

TOWN & COUNTRY BUILDERS
GLEN ACRES SUBDIVISION
TEL. OFC. 3-4219
TEL. RES. 3-3224

CHAMPION OIL SERVICE FUEL OILS
1985 COLLEGE CORNER RD. — TEL. 3-4724

General Repair Shops
Oxford Serv Shop 32 W Park Pl Δ3-5435

Gifts
Heatherhouse 48 E Park Pl
Peden Helen Gift Shop 12 S Poplar
SNYDER'S CAMERA & GIFT SHOP 37 E High Δ3-4585

Glass
OXFORD LBR CO 14 N Beech Δ3-5088

Glass Blocks
OXFORD LBR CO 14 N Beech Δ3-5088

Governmental Offices—County
AUDITOR Ct Hse Hamilton O
CLERK OF COURTS Ct Hse Hamilton O
COMMISSION Ct Hse Hamilton O
RECORDER Ct Hse Hamilton O
SHERIFF Ct Hse Hamilton O

Governmental Offices—Federal
POST OFFICE 134 W High Δ3-4325

Governmental Offices—State
BUR OF MTR VEHICLES 4 W Park Pl Δ3-5896

Governmental Offices—Township
CONSTABLE 115 W High Δ3-4966
TRUSTEES 115 W High Δ3-4966

Governmental Offices—Village
BOARD OF PUB AFFAIRS Municipal Bldg Δ3-5960
CLERK-TREASURER Municipal Bldg Δ3-5960
COUNCIL Municipal Bldg Δ3-5960
ENGINEER Municipal Bldg Δ3-5960
FIRE DEPT Municipal Bldg Δ3-4321
MAYOR Municipal Bldg Δ3-5960
POLICE DEPT Municipal Bldg Δ3-4311
SOLICITOR Municipal Bldg Δ3-5960
STREET & REFUSE DEPT Municipal Bldg Δ3-5960
WATER & SEWER DEPT Municipal Bldg Δ3-5960
WELFARE BD Municipal Bldg Δ3-4858
Municipal Bldg 101 E High Δ3-5980

Gravel
TOWN & COUNTRY BLDRS 814 Marilyn Dr Δ3-4219

Greenhouses
Chepke R S 204 E Sycamore

Greeting Cards
FOLLETT'S MIAMI CO-OP STORE 131 E High Δ3-4600
SNYDER'S CAMERA & GIFT SHOP 37 E High Δ3-4585

Groceries and Meats
Bangs Mkt 5181 College Corner Rd
Buckeye Food Locker 301 W Spring
Corso's Gro 100 W High
Cupboard The 10 S Poplar
Harry's Carry Out 800 S Beach
Hornung Mkt 5 E High
Kroger Co 15 S Beech
Oxford Food Mkt 28 W Park Pl
Ruhlman's IGA Mkt 100 W High
Tincher Mkt 31 W High

Guest Homes
KOLB GUEST HOME 130 W Church Δ3-5124
KRAMER'S OVERNITE GUEST HOME 931 W Church US Hwy 27 Δ3-6114
McDILL GUEST HSE 324 W Church US Hwy 27 Δ3-5510

Gutter Work
MORGAN HTG 114 E Vine Δ3-4728

Guttering
OXFORD LBR CO 14 N Beech Δ3-5088

Hair Styling
JEANNE'S BEAUTY SALON 9 S Main Δ3-5863

Hair Tinting and Bleaching
JEANNE'S BEAUTY SALON 9 S Main Δ3-5863

ARTHUR GOLDNER
REAL ESTATE BROKER & BUILDER
31 E. HIGH ST. TEL. 3-4866 — RES. 3-4363

WISECUPS EXPRESS, INC
Local and Long Distance MOVING
Tel. 3-4822

Hardware
Beaty Store 10 S Beech
Oxford Hdw 32 W High

Hardware—Builders
OXFORD LBR CO 14 N Beech Δ3-5088

Hardwood Flooring
OXFORD LBR CO 14 N Beech Δ3-5088

Heating Contractors
HOWALD HOWARD M 115 N Locust Δ3-5556
MORGAN HTG 114 E Vine Δ3-4728

Heavy Hauling
WISECUPS EXP 709 S Main Δ3-4822

Home Builders
TOWN & COUNTRY BLDRS 814 Marilyn Dr Δ3-4219

Home Mortgage Loans
FIRST CITIZENS BK 30 W High Δ3-4151

Homes
GLEN ACRE SUBDIVISION 814 Marilyn Dr Δ3-4219 & night Δ3-3224
GOLDNER ARTH 31 E High Δ3-4866

Homes—Convalescent
Oxford Rest Home 116 W Church

Hospitals
McCullough-Hyde Memorial Hosp 100 N Poplar

Hot Water Heat
HOWALD HOWARD M 115 N Locust Δ3-5556

Hotels
Gray Gables 378 S Patterson

Household Storage
WISECUPS EXP 709 S Main Δ3-4822

Housewares
Minnis-Bernard 10 W High

Ice Cream Manufacturers
Frundt's Ice Cream Co 48½ E Park Pl
GOODWIN'S RESTR 24 E High Δ3-5520

OXFORD MOTORS, INC
John J. Brugaletta, Pres.
TEL. 3-5050
"Your Friendly Ford Dealer"

Ice Cream
Meyer Ice Cream Bar 101 W High
OXFORD BUS STA 30 E Park Pl Δ3-5911
Frouschel's Dairy Queen 11 N Poplar

Insulation
OXFORD LBR CO 14 N Beech Δ3-5088

Insulation Board
OXFORD LBR CO 14 N Beech Δ3-5088

Insurance—Accident and Health
FRAZER-FEY INS AGCY 32 E High Δ3-5313

MORGAN HEATING
AIR CONDITIONING TEL. 3-4728 SHEET METAL
BUS STATION TAXI — Tel. 3-469

CHAMPION OIL SERVICE FUEL OILS
4885 COLLEGE CORNER RD. — TEL. 3-4724

Photographic Equipment

SNYDER'S CAMERA & GIFT SHOP 37 E High Δ3-4595

SNYDER'S
ART SUPPLIES GIFTS
CAMERA SHOP

Photographic Supplies

SNYDER'S CAMERA & GIFT SHOP 37-39 E High Δ3-4595

Physicians and Surgeons —M.D.

Beck W C 201 E Church
Jack H S 20 University
Moore R A 6100 Contractors Rd
Porter Wm L 200 W High
Smalley P E 115 N Poplar
Stafford C L 15 S Main
Thompson G M 115 N Poplar

Physicians and Surgeons —M.D. Oculist

Worley M D 34 E High

Pianos

GOLDFLIES MUS STORE 108 E High Δ3-5821

Pingpong Tables

OXFORD LBR CO 14 N Beech Δ3-5088

Plaster

OXFORD LBR CO 14 N Beech Δ3-5088

Plastic Products Manufacturers

Oxford Crafters 418 S College

Plate Glass

OXFORD LBR CO 14 N Beech Δ3-5088

Plumbing and Heating

Halter Plbg & Htg Co 112 W High
Hesse H J 15 N Elm
HOWALD HOWARD M 115 N Locust Δ3-5536

Plumbing Supplies

HOWALD HOWARD M 115 N Locust Δ3-5536

Plywood

OXFORD LBR CO 14 N Beech Δ3-5088

Pottery

BALL OF OXFORD 32 W Park Pl Δ3-4657

Printers

CULLEN PTG CO 32 W High Δ3-4156
OXFORD PTG CO 30 (12) W Park Pl Δ3-5171

Printers—Commercial

CULLEN PTG CO 110 E High Δ3-4156
OXFORD PTG CO 30 (12) W Park Pl Δ3-5171

Printers—Job

OXFORD PTG CO 30 (12) W Park Pl Δ3-5171

Printing

CAPRI MIMEOGRAPHING 8 S Beech Δ3-4005
CULLEN PTG CO 110 E High Δ3-4156

Printing—Letter Press and Offset

CULLEN PTG CO 110 E High Δ3-4156

Publishers

CULLEN PTG CO 110 E High Δ3-4156
MULLIN-KILLE CO Home Ofc 40 W Water Chillicothe C PR 3-2137

Putty

OXFORD LBR CO 14 N Beech Δ3-5088

Radio Repairing

Z-TRONICS 6 W Park Pl Δ3-4221

Radio and Television Sales and Service

Z-TRONICS 6 W Park Pl Δ3-4221

FIRST CITIZENS BAN
MEMBER F.D.I.C. TEL. 3-4

Radios and Service

McFarland Radio Serv 14 S Main
Z-TRONICS 6 W Park Pl Δ3-4221

Railroads

Baltimore & Ohio RR 212 S Elm

Real Estate

Bourne R D 1520 Banham Rd
GOLDNER ARTH P 31 E High Δ3-4656
KLEINFELDER & LAWRENCE 119 W High Δ3-5810
Schwegman C J 116 S Elm

Real Estate—Business

KLEINFELDER & LAWRENCE 119 W High Δ3-5810

Real Estate—Farms

KLEINFELDER & LAWRENCE 119 W High Δ3-5810

Real Estate—Industrial

KLEINFELDER & LAWRENCE 119 W High Δ3-5810

Real Estate Loans

FIRST CITIZENS BK 20 W High Δ3-4151
OXFORD NATL BK 7 W High Δ3-4134

Real Estate—Residential

KLEINFELDER & LAWRENCE 119 W High Δ3-5810

Real Estate—Subdivisions

GLEN ACRE SUBDIVISION 814 Marilyn Dr Δ3-4218 & night Δ3-3224

Records—Phonograph

GOLDFLIES MUS STORE 108 E High Δ3-5821

Recreation

OXFORD BOWLING CEN 10 W Park Pl Δ3-5666

Restaurants

GOODWIN'S RESTR 24 E High Δ3-5520
HUDDLE THE 46 E Park Pl Δ3-4919

Roll Roofing

*CAREY—Oxford Lbr Co 14 N Beech Δ3-5088

Roofing

*CAREY—Oxford Lbr Co 14 N Beech Δ3-5088
MORGAN HTG 114 E Vine Δ3-4728

Roofing Supplies

MORGAN HTG 114 E Vine Δ3-4728

Safe Deposit Boxes

FIRST CITIZENS BK 20 W High Δ3-

Sakrete

OXFORD LBR CO 14 N Beech Δ3-508

Sash and Doors

OXFORD LBR CO 14 N Beech Δ3-508

OXFORD MOTORS
John Bragg Motor Prod.
TEL. OX 5060
"Your Friendly Ford Dealer"

Savings Accounts

FIRST CITIZENS BK 20 W High Δ3-

School Supplies

FOLLETT'S MIAMI CO-OP STORE 1 High Δ3-4900
SNYDER'S CAMERA & GIFT SHOP High Δ3-4595

Schools—Public

STEWART GRADE SCHOOL 315 S College Δ3-5910
STEWART JR HS 315 S College Δ3-5
TALAWANDA HS 17 W Chestnut Δ3-

Screen Wire

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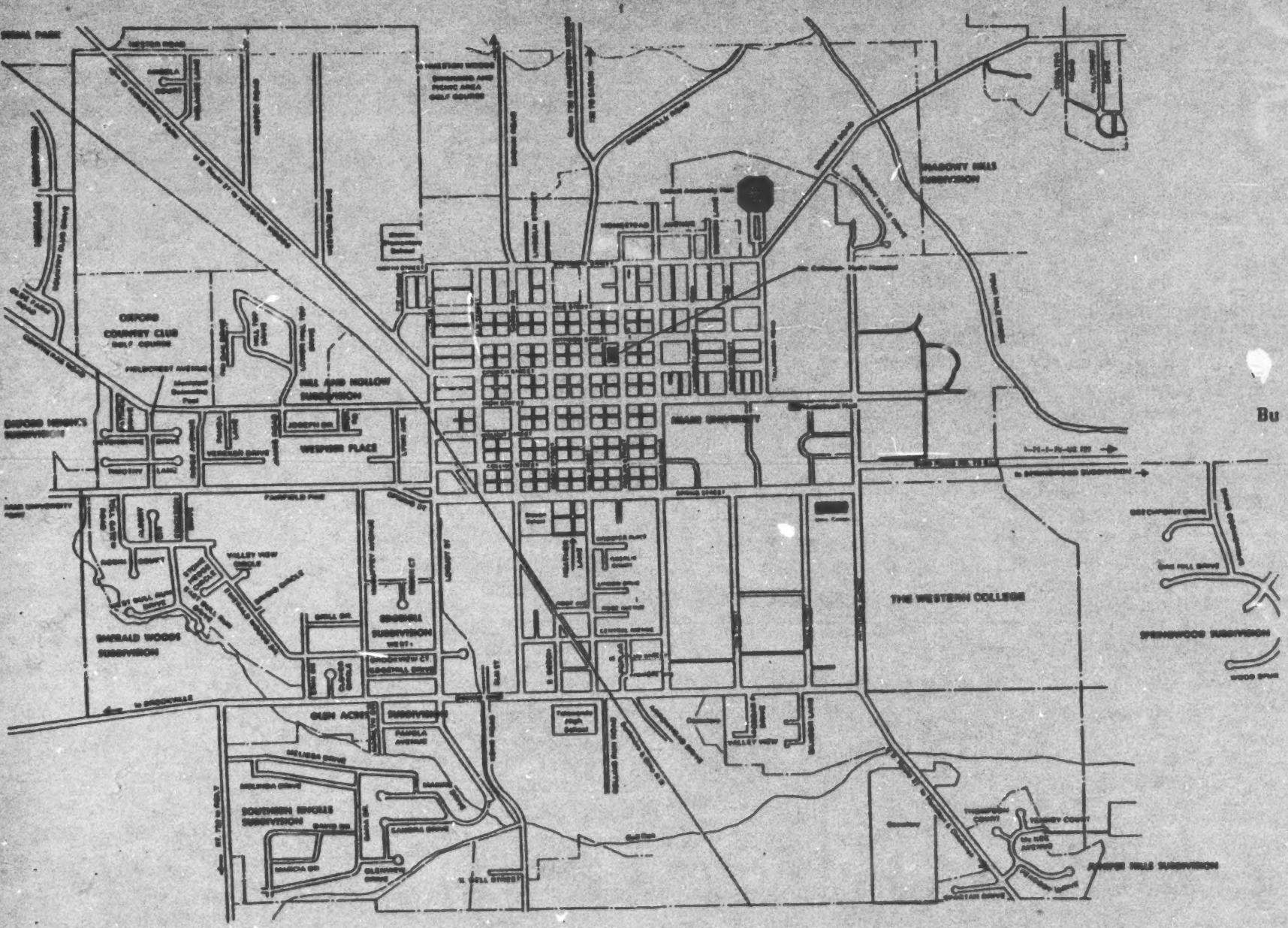
1978



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Milford Township Maintenance Dept
State Route 73 Collinsville 523-1684
Oxford City Of
Administrative Offices
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Municipal Bldg Oxfrd 523-2176
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Municipal Bldg Oxfrd 523-4321
Police Department
Municipal Bldg Oxfrd 523-6321
Recreation Dept
Tri Building Oxfrd 523-3413
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Town Hall Liberty 732-3482
Sewage Plant
Brookville W Col Cor IN 732-3664

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Municipal Bldg Oxfrd 523-4748
Butler County Of Courthouse
2nd & High Hamilton 523-6356

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Stone-Crushed

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OPEN 7 - DAYS
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HOME COOKED FOODS
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Banquet Facilities Available
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PRIVATE PARTIES
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(See Advertisement This Classification)
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24 E High Oxfrd.....523-8080
24 E High Oxfrd.....523-8090
HICKORY LANE SMORGASBORD
Consvl & Liberty On Co Rd 300 S
County Rd 300 S Connersville IN.....317 825-3439
HOLIDAY INN OF AMERICA
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COLLEGE CORNER WEST

COMPLETE MENU
COCKTAILS
PACKAGE LIQUOR

Visit Our Newly Remodeled Dining Area
SEAFOOD
ALL LEGAL BEVERAGES - COCKTAILS
BEER CARRY OUT OR PACKAGE LIQUOR
OPEN 6 DAYS TILL 2 AM
Located 4 Miles W Of Oxford On 27
2½ Miles From Entrance To
Hueston Woods Park

W Pk Pl W Col Cor IN.....732-8517
Jim's Cafe Park Pl W Col Cor IN.....732-3342
(CONTINUED NEXT PAGE)

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Let yourself go to Pizza Hut.

- THIN 'N CRISPY® PIZZA
- THICK 'N CHEWY®PIZZA
- CAVATINI® PASTA
- SPAGHETTI
- SANDWICHES
- SALAD BAR
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- BEER

DINE IN OR CARRY OUT
PARTY ROOM AVAILABLE

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(AND PIZZA WAREHOUSE!)

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- PIZZA
- DELI
- SANDWICHES
- DRAFT BEER
- 3.2% & 6%
- BEER & WINE TO GO
- SALAD BAR

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WE DELIVER

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16 N Locust Oxfrd.....523-4101
(See Advertisement This Classification)
King's Table 6 South Liberty IN.....317 458-6771
(See Advertisement This Classification)
Long John Silver's Seafood Shoppes
5043 College Corner Pke Oxfrd.....523-3535
MAC & JOE'S 21 E High Oxfrd.....523-8018
MAC'S HAMBURGER SYSTEM INC
7 E Chestnut Oxfrd.....523-5607
(See Advertisement This Classification)
Medallion Lodge 4310 Main Darrtown.....523-3023
Mother's Restaurant 17 E High Oxfrd.....523-9004
OLIVER'S EATERY

DELI TYPE SANDWICHES-DELIVERED
COLD BEER & WINE TO GO
CALL US WE'LL BE OPEN LATE

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13 N Poplar Oxfrd.....523-5530
OXFORD HOUSE RESTAURANT AND CAFETERIA
26 W High Oxfrd.....523-5262
(See Advertisement This Classification)
OZZIE'S 116 E High Oxfrd.....523-3134
(See Advertisement This Classification)
PARK PLACE RESTAURANT
40 E Park Pl Oxfrd.....523-6615
40 E Park Pl Oxfrd.....523-6616
(See Advertisement This Classification)
PHILADELPHIA SUB S... PPE
16 S Poplar Oxfrd.....523-4123
(See Advertisement This Classification)
PHILLIPS 27 RESTAURANT
5270 College Corner Pke Oxfrd.....523-9040
(See Advertisement This Classification)
PIZZA HUT 135 Lynn Av Oxfrd.....523-2184
(See Advertisement This Classification)
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OPEN FOR LUNCH AND DINNER
Prime 'n Wine

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PRIME 'N WINE
Colerain & Springrove Rd Cincinnati....385-5550

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18½ E Walnut Oxfrd.....523-2168
TABLE OF CONTENTS 15 N Poplar Oxfrd.....523-6808
(See Advertisement This Classification)

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4 C Western Store
8762 Thomas Rd Middletown.....422-5986
RODEO SHOP THE US Rt 40 Eaton.....678-4981

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Blake's Towing & Wrecker Service
6449 Imhoff Rd Oxfrd.....523-4308
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DEALERS
OXFORD SHELL STATION
High Oxfrd.....523-3022

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"YOUR SATISFACTION IS OUR SPECIALTY"
DELICIOUS FOOD - WARM, FRIENDLY SERVICE
Open Daily 5:30 A.M. To 9:00 P.M.
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Spacious Room For
Receptions and Service Club Meetings
26 W. HIGH **523-5262** OXFORD

Fast, Friendly Free Delivery

Free 30 minute delivery and 10 minute pick-up service.

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Oxford
We reserve the right to limit our delivery area.

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- BAGELS OF ALL TYPES
- ELITE'S SPECIAL ICE CREAM & YOGURT
- CARRY OUT BEER & WINE

OPEN DAILY 11 A.M. - 1 A.M.

WE DELIVER
523-6313
19 N. POPLAR OXFORD

Table Of Contents

WE TAKE DINING BEYOND THE LEVEL OF NECESSITY

CIVIL WAR MAP PAC

Introduction

American history texts typically treat the period dealing with our Civil War in three parts: (1) events and conditions leading to the War Between the States, (2) the Great Conflict itself, (3) the Reconstruction and post-war years.

The chronological year-by-year progress of the war presented in the reading material of many texts often obscures, for many students, the essential nature and direction of the Civil War. Often some of the most basic and useful information seems obscured by the general narrative of the text. Rather than attempting to accumulate vast amounts of factual knowledge about specific battles and personalities, it is probably of more long-lasting value and use to the students to understand why the war was prosecuted as it was. The basic strategies employed by both North and South that were, in a sense, pre-determined at the very onset of the conflict is exampled by the type of representational information contained in the maps and other information in this packet and that were extracted from the basic text:

"Due to their larger population, the Union was able to field larger armies throughout the war than could the Confederacy."

"The South engaged in what was essentially a defensive war."

"The Union strategy of blockade was the real destroyer of the South."

"Raising money was a far more difficult problem for the Confederacy than raising an army for most southern wealth was in land and slaves."

"An early and basic strategy was to split the Confederacy into two halves."

"Despite heroic efforts, mills and factories in the South could not supply either the army or the civilian population."

"The varied economic resources were far greater in the North than in the South."

"By 1863 many southerners faced near starvation."

"Throughout the war Union armies attempted to seize the Confederate capitol of Richmond."

"Hopefully, King Cotton and Europe would come to the rescue.(of the Confed.)

"Confederate soldiers often marched without shoes, slept without blankets, and lived in ragged clothing."

The immediate intent of this material is to provide a structured basis by which students can determine objectively the conditions present at the onset of the conflict and some of the basic reasons and strategies employed by both the Union and Confederacy. A long-range intent is to establish the concept of cause-and-effect relationships common to all historical events and to give students a chance to work with such information rather than merely supplying them with facts of such relationships. In this sense, this text-extracted material focuses on developing basic skills necessary for effective real-world citizenship. It also lets both the able-reader and the less-able readers to develop some non-print reading and comparing skills that are useful in the outside real-world.

The materials are meant to serve only as a supplement to existing approaches in ones own treatment of this period of history. One may use it as an overview to a later study of the war itself, or let it stand as it is with only a minimum of concurrent text reinforcement.

Materials

1. Chart of representative northern and couthern characteristics and Important Cities of the South - 1860
2. Agriculture map of the South - 1860
3. Industry and Manufacturing of the South - 1860
4. Railroads of the South - 1860
5. Civil War Data Sheets #1 and #2
6. Northern Strategy Sheet
7. Southern Strategy Sheet

Use of the Materials

The map pac may be used in numerous ways, ranging between the two methods mentioned below. For the materials to be useful, the setting for the war should have first been established by the teacher.

(1) Students, in groups, pairs, or as individuals, are divided to represent either Union or Confederacy. Using the pac materials, they read each map information sheet, arrive at their own conclusions for each element contained on the sheets, and prepare tentative actions or strategies they would take in response to the conclusions at which they arrived. Each information sheet is then summarized. The groups then meet to share and discuss their respective conclusions and actions taken. It is, in a sense, a case-study delivered in a discovery approach.

(2) The experience may be directed totally by the teacher through the use of transparencies made from the maps and information sheets for use on an overhead projector. The teacher directs student attention to the points considered important and in the sequence preferred. Students are led to conclusions and the resulting strategies through the questioning and class-discussion techniques used by the teacher.

Regardless of the delivery system used, the class should first examine and read the materials, compare them, and finally take action by deciding on a strategy to employ in the several situations. One sequence to follow might be the following order:

(1) Resource Chart/Important Cities Map

(2) Agriculture Map

(3) Industry and Manufacturing Map

(4) Resource Chart/ Cities Map compared to the Industry...Map

(5) Railroad Map compared to the Industry and Manufacturing Map

(6) Railroad Map compared to the Cities Map

Obviously, the summary sheets provided may be used in any number of ways, modifying, combining, eliminating, or adding to them in order to meet any particular needs or preferences of the individual teacher or class. Once the summary-conclusion columns have been completed, the students then decide on the strategies to use. The items listed on the northern and southern strategy

sheets are among the possibilities students may decide to employ. Other choices are certainly permissible, the teacher should be the one to determine the acceptance of those choices of strategies that are not listed on the strategy sheets. It is quite probable that in a non-teacher-directed approach that some of these strategies may be overlooked by the students. If this is the case, in the debriefing or follow-up of the exercise, the teacher can bring these cause-and-effect relationships to the attention of the class and also try to establish why they were not noticed or acted upon.

Another of the several alternatives one might use would be to give students an abbreviated list of northern or southern strategies and to select from their list the five most important actions their side should take. Students should be able to justify why they selected some and excluded others. An abbreviated list might be made up of the underlined portions for each strategy shown on the strategy sheets.

Follow-Up

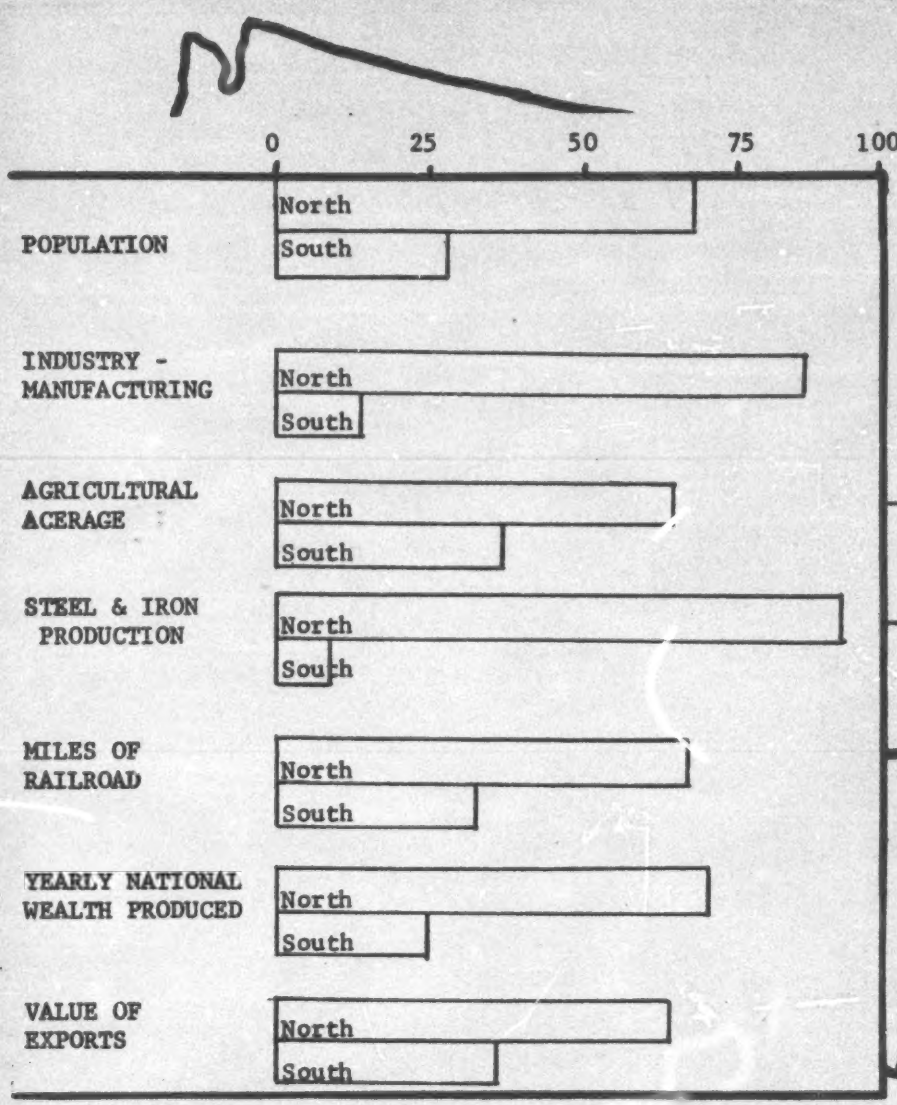
As stated previously, the intent of this material extracted from the text is to help develop student proficiency in using data to arrive at logical conclusions and to refine their existing concepts of cause-and-effect relationships that exist in any historical situation. Obviously, other information one might wish students to acquire should also be included.

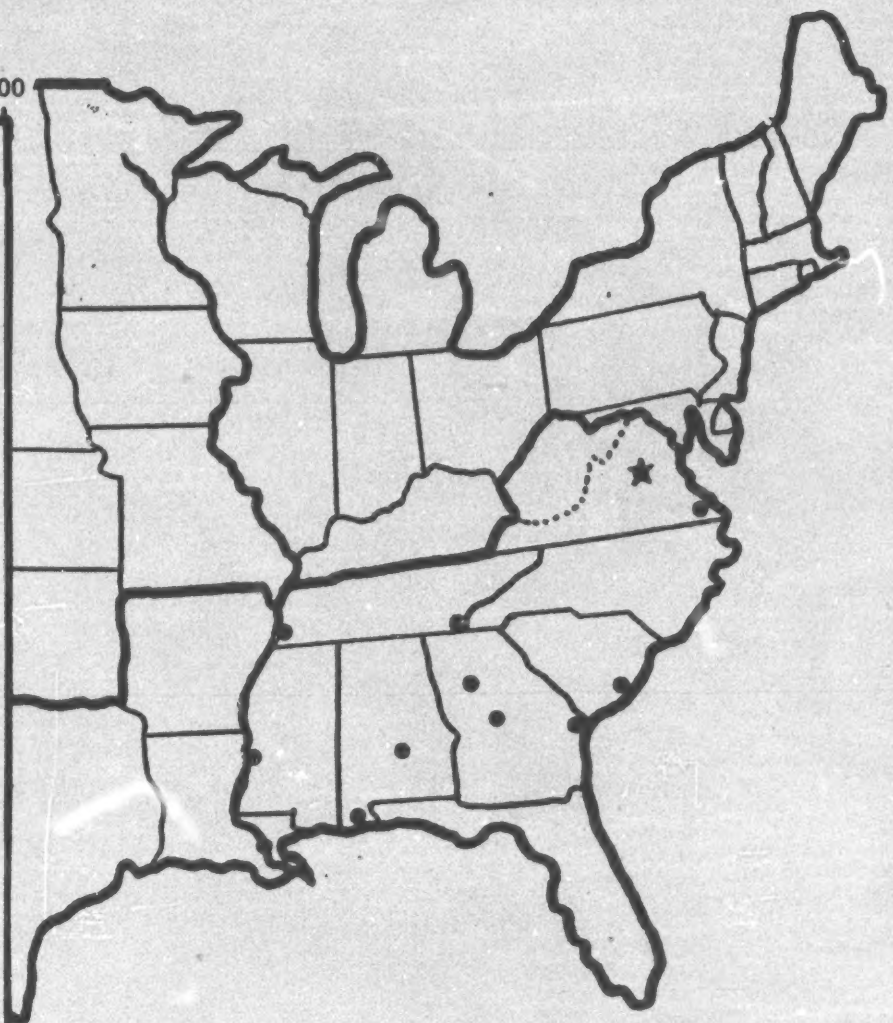
In addition to these outcomes, the material leads directly to the conditions present in the immediate post-war period of the prostrate South and to the subsequent years of economic, social, and political difficulties they experienced. While this material is not used during a post-war study, it does establish the antecedants for beginning study of the period of reconstruction.

In terms of today, one might note the social, political, and economic changes in the South. For example, the great shift of the textile industry to that area from the northern states is important and reflective of the other growth in southern industrial development. Another item might be to note the large southern cities as compared to those of the Civil War period. For example, Birmingham and Miami did not really exist and Atlanta and Memphis have changed in their importance markedly. These are simply two sample areas one might bring up to date.

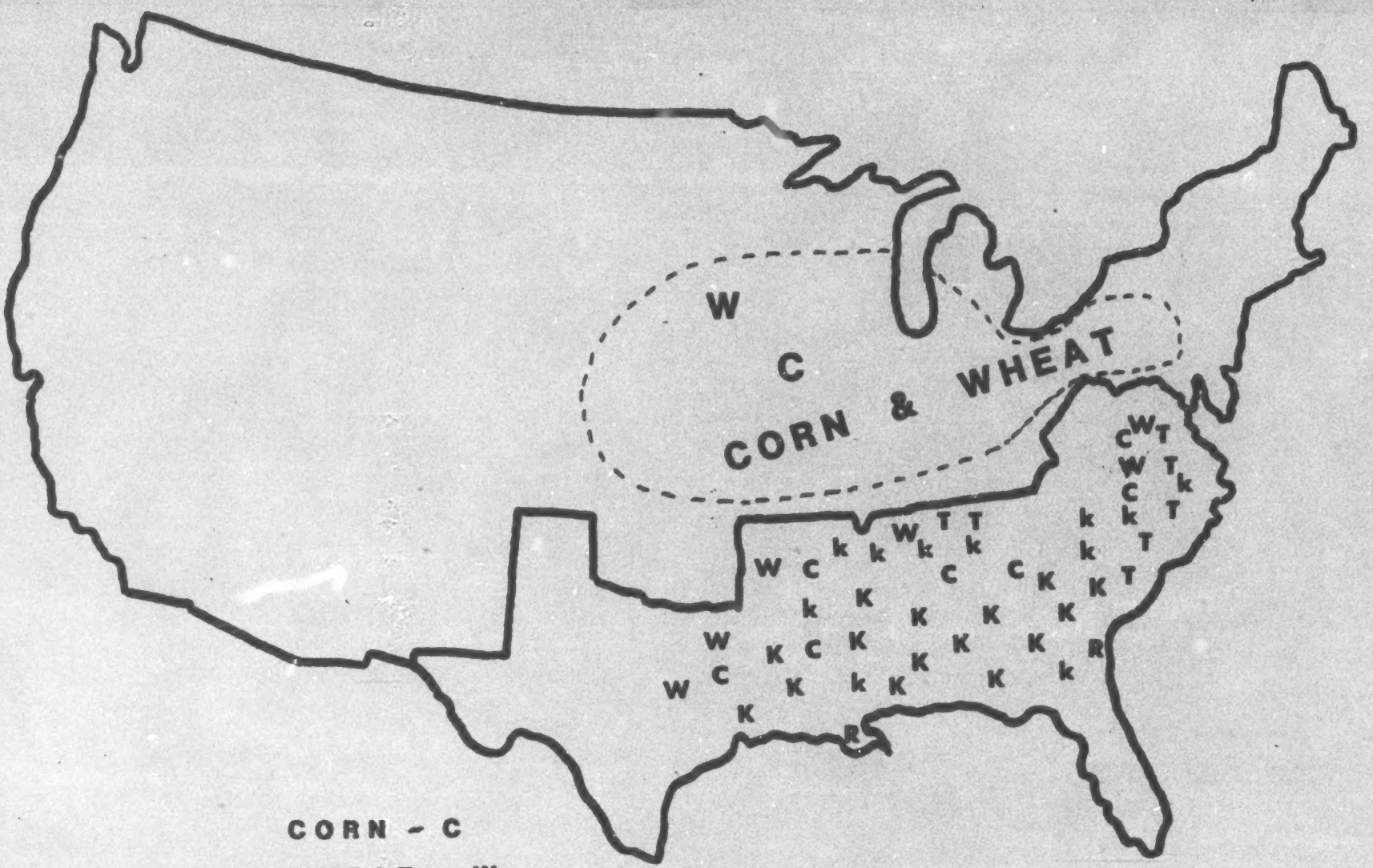
Summary

The information and delivery systems suggested in this material is not prescriptive, it can be used in a variety of ways and it can be dove-tailed into any existing instructional approach one might be currently using. It does, however, pull out several basic cause-and-effect relationships from text material and attempts to directly involve students in the use of such text materials.





important cities of the CONFEDERACY--



CORN - C

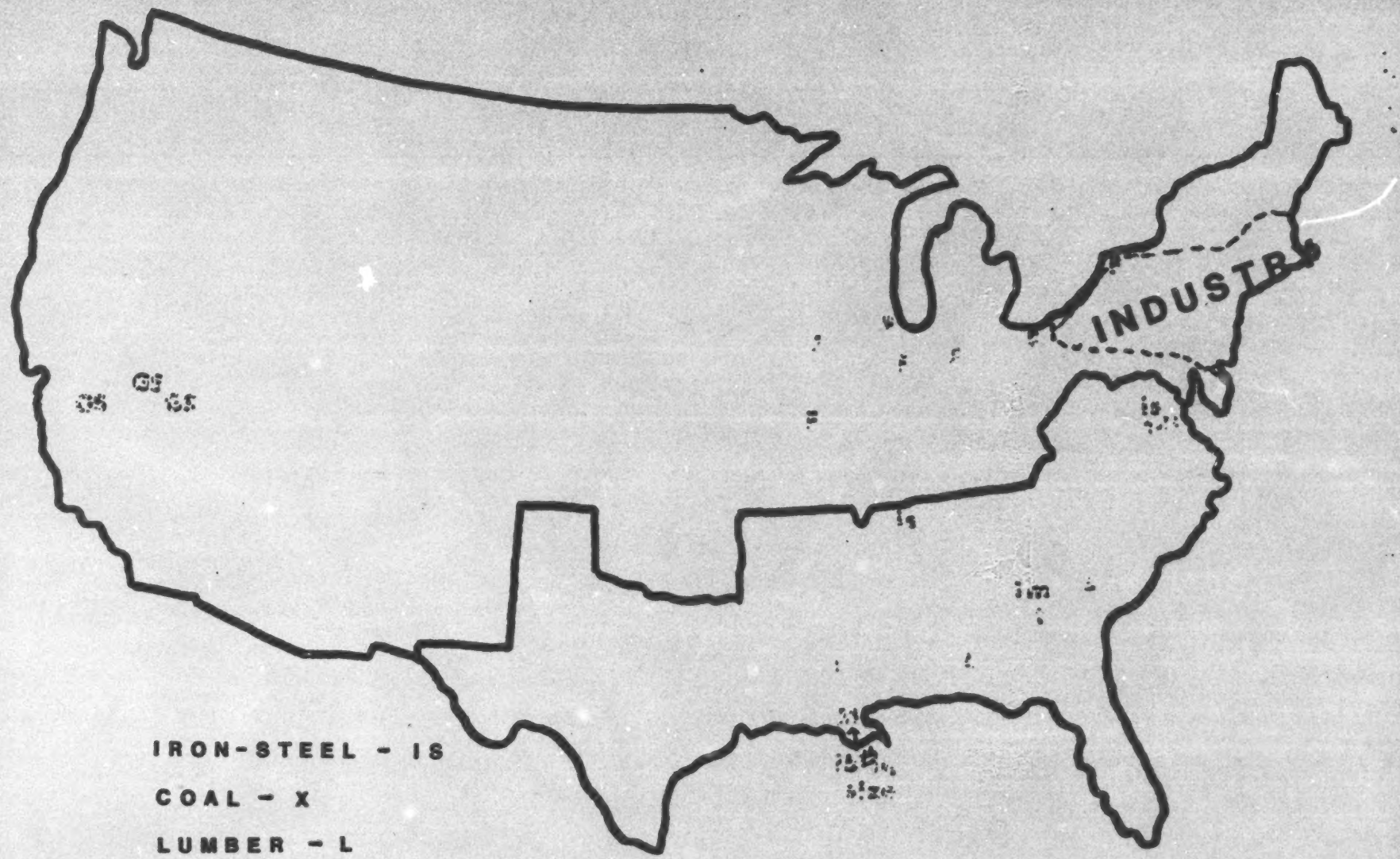
WHEAT - W

COTTON - K

TOBACCO - T

RICE - R

AGRICULTURE 1860



IRON-STEEL - IS

COAL - X

LUMBER - L

TEXTILES - T

FLOUR MILLS - F

MANUFACTURING-OTHER:

GOLD-SILVER - GS

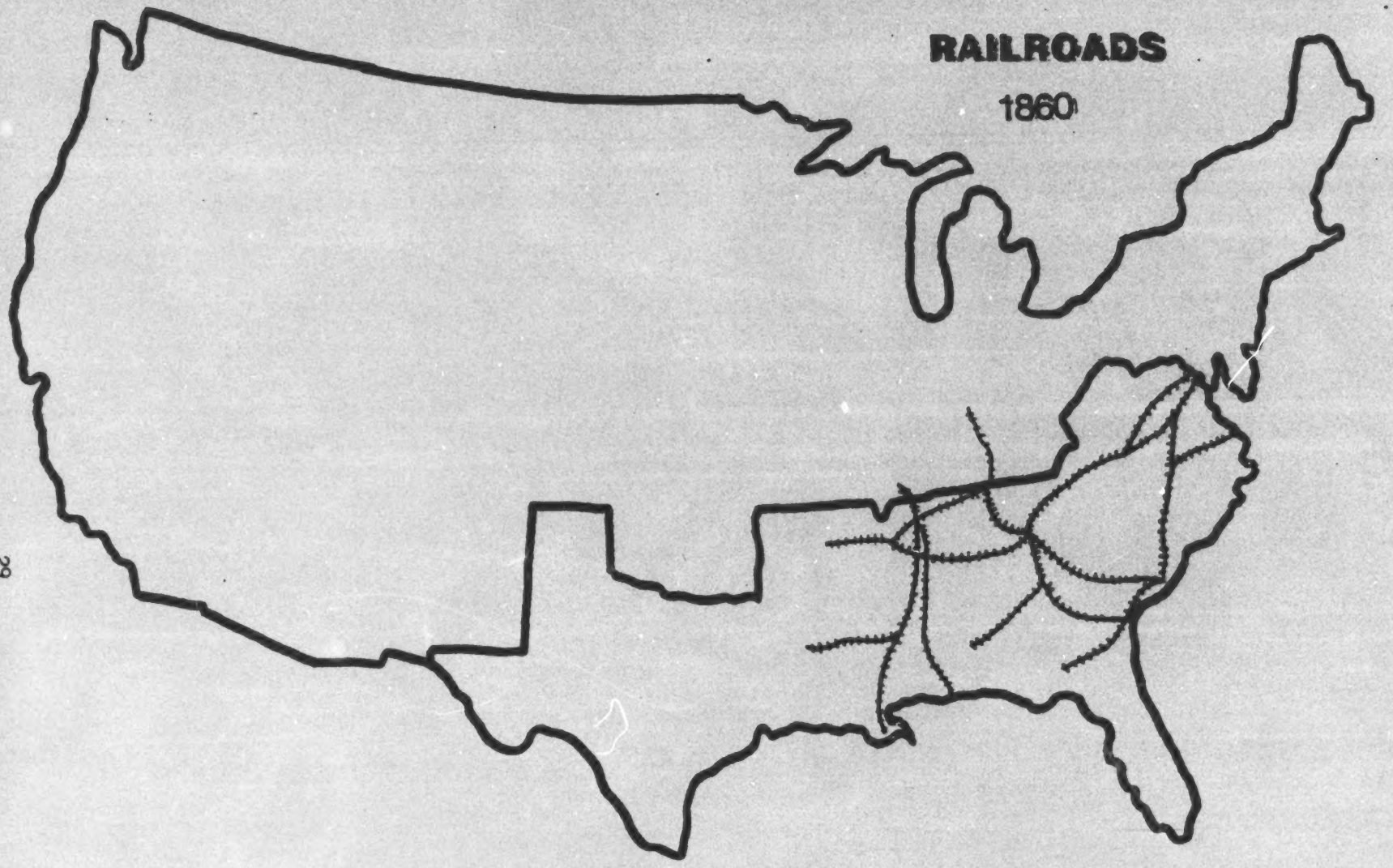
28

44

INDUSTRY & MANUFACTURING

1860

45


RAILROADS
1860

CIVIL WAR DATA SHEET - #1

RESOURCE CHART ITEMS	OBSERVATIONS	CONCLUSIONS (N) (S)
POPULATION	Only about 1/3 as many people as the North	Fewer soldiers available will have bigger age range of soldiers
INDUSTRY - MANUFACTURING		
AGRICULTURAL ACERAGE		
STEEL & IRON PRODUCTION		
MILES OF RAILROAD		
YEARLY NATIONAL WEALTH PRODUCED		
VALUE OF EXPORTS		

CITIES MAP ITEMS	OBSERVATIONS	CONCLUSIONS (N) (S)
NUMBER & NAMES OF STATES		
IMPORTANT CITIES		
CAPITAL CITY		
LOCATION OF CITIES		
(Other)		

CIVIL WAR DATA SHEET - #2

AGRICULTURE MAP ITEMS	OBSERVATIONS	CONCLUSIONS (N) (S)
CORN C		
WHEAT W		
RICE R		
TOBACCO T		
COTTON K		

INDUSTRY MAP ITEMS	OBSERVATIONS	CONCLUSIONS (N) (S)
IRON & STEEL		
COAL		
TEXTILE MILLS		
FLOUR MILLS		
MANUFACTURING (Other)		
LUMBER		
GOLD & SILVER		

CIVIL WAR DATA SHEET - #3

MAP COMPARISON ITEMS	OBSERVATIONS	CONCLUSIONS (N) (S)
CITIES TO INDUSTRIES		
RAILROADS TO INDUSTRIES		
RAILROADS TO CITIES		
(Other)		

SUMMARY OF STRATEGIES TO USE (North) or (South)

1.

2. Try to get help from a country we sell cotton to + that needs our cotton

3.

4.

5.

6.

7.

8.

Representative UNION STRATEGIES

1. Fight an offensive war. Defeating the South will take time and will mean that you will need larger armies, more war materials, and you will need to develop and secure lines of transportation to carry the war into the South.

2. The southern coastline must be blockaded to prevent the passage of incoming and outgoing ships. Foreign ships will also be denied entry to these southern seaports.

3. Other nations, particularly England and France, who desire the South's cotton, must be convinced to remain neutral.

4. Major and strategic cities must be captured, particularly Richmond the Confederate capitol which is the "heart" of the Confederacy and one of their major centers of industry and food.

5. Washington, D.C. must be protected from southern troops as well as the lines of transportation that lie within striking distance of Confederate armies. This is also politically necessary to show the people in the Union they are winning and to discourage foreign support of the rebel cause.

6. The Confederacy is a large area and is best defeated if it can be divided into seceral sections and each section in turn conquered and occupied by Union forces.

7. In dividing the South, get control of the Mississippi River, thereby separating their western food-producing states from those to the east. Controlling the Mississippi basin will also deny this means of transportation to the Confederates and provide the Union with a western staging area for future military operations toward the east.

8. Gain control of key points of the South's railroad system, thereby forcing them to make long rail detours in shipping troops and supplies. In many cases it will force the South to use the primitive and sometimes nearly non-existant road system to move men and material to battle areas.

9. Destroy grain crops and cropland of the South whenever possible. Destroying cotton and tobacco is not a high priority item since the South cannot eat or export either.

10. Try to fight major battles with Confederate armies to take advantage of your superior numbers of soldiers and to gradually wear down the smaller Confederate armies.

Representative CONFEDERATE STRATEGIES

1. Since you have fewer troops and you do not wish to capture any northern territory, you should fight essentially a defensive war. You will hold out until the North becomes tired of the war and agrees to the Confederacy becoming a separate country.

2. Attempt to get help from other nations, particularly England and France who are huge users of your cotton in their textile industries. Cotton is important to them and perhaps they may feel it is important enough for them to give you help with supplies and loans of money. Possibly England might even use their powerful navy to challenge the Union blockade of your seaports.

3. You need to produce more war materials. Therefore, you need to convert your few factories to manufacturing military supplies and to develop new industries to make the things you can't get because of the Union blockade.

4. You will need to increase the production of food now that you cannot trade with the North for much of your food as you did before the war.

5. You need to build ironclad ships to help break the Union blockade of your seaports and to obtain fast ships, blockade-runners, to ship out cotton and to bring in much needed civilian and military supplies.

6. Major and strategic cities must be protected, particularly Richmond the Confederate capitol which is the "heart" of the Confederacy and one of your major (but tiny) industrial centers. Also, if you hope to secure foreign assistance you must demonstrate that you can protect your own capitol.

7. The major lines of transportation in the west is the Mississippi River. You must control it so you can receive food from your western states and to ship supplies up and down the river where they are needed.

8. The Confederacy does not have many miles of railroad. What you do have is essential for moving troops and supplies to meet Union threats and to get food and other supplies to city areas. You must protect your strategic railroad lines.

9. While you are fighting a defensive war, you must threaten the northern capitol, Washington, D.C., which is very close to your own capitol of Richmond. By threatening Washington, D.C., the North will have to tie up many troops to defend that area. You probably may wish to make several strategic invasions of the North to cut some of their lines of communication and to bring the "war home to the northern population." In doing this, you may get their government to grant you independence.

10. You must avoid large prolonged battles with northern armies because of your inferior numbers of troops. Even winning lengthy major battles costs you tremendous numbers of troops and supplies which you can ill afford to spare. You cannot replace men and materials as can the North with their larger population and their massive industry.

V. Finding Foreign Made Products in Your Home and Community

A. Objectives

1. Students will be able to list ways in which foreign made products can be identified including such ways as uniqueness, brand name, and "Made in _____" labels.

2. Students will develop skills in transferring raw data into circle graphs.

3. Students will be able to identify, on a map of the world, nations where various products are produced.

4. Students will recognize the fact that their community has many economic ties with the world.

B. Materials

1. Survey sheet provided with this lesson.

2. Wall map of the world

3. Colored map pins or transparency markers (Lesson I)

4. Hand calculators

C. Procedures

1. Have students take a survey of the community to find products that were made outside of the United States using the "Foreign Made Products Survey" which is provided with this lesson.

a. The teacher may want to divide the class into groups to survey the five (5) categories of goods represented on the form "Foreign Made Products Survey." The survey may be duplicated so that each student has his/her own on which to record data.

b. When the survey has been completed, each group of students should make a composite listing of the products found from their individual surveys.

2. Have the students locate countries from which products came by placing colored pins in that country on the world map.

a. Colored markers may be used if a transparency of the world map is used.

b. Different colored pins or markers may be used to represent the different product categories.

c. Discussion Questions

1. What countries of the world supply our needs for many imported goods?

2. What are some of the reasons Americans use many products made in other countries?

3. Do some countries (regions) of the world supply Americans with more of one category of products than do other countries (regions)?

4. Why do these countries (regions) specialize in making certain goods?

3. Have the students produce circle graphs

a. Each group should make two graphs from their data. The graphs can be constructed by using a protractor and a hand calculator (the calculator is suggested because of its accuracy and speed. If no calculators are available, simple mathematic calculators can be used.)

b. Quantity of Goods Available

1. Add the total number of goods available in each category. (While accuracy would require they be in common units of measure, for purposes of developing this skill, the teacher need not consider this factor.

Example	
Cars	27
Tractors	8
Crawler Tractors	10
Conveyor Belts	2
Fork Lifts	7
Total Goods	54

2. Percentage of each category

Formula: $\frac{\text{N (Number)}}{\text{Total N (Number)}}$ Example: $\frac{\text{27 cars}}{\text{54 Total}} = 50\%$

a. Have each group of students label each part of their circle graphs. (See example)

b. Have each group of students develop their own circle graph of the price of the goods using the same steps used on the previous circle graph. Label the graph "Price of Goods."

c. Have the entire class produce, as a class activity, a graph of the totals of their surveys.

1. Add total quantity of goods from all five (5) categories and produce a circle graph comparing quantity of goods available by category.

2. Add total price of goods from all five (5) categories and produce a circle graph comparing the price of goods available by category (SEE TEACHER NOTES)

3. Degrees of a circle graph

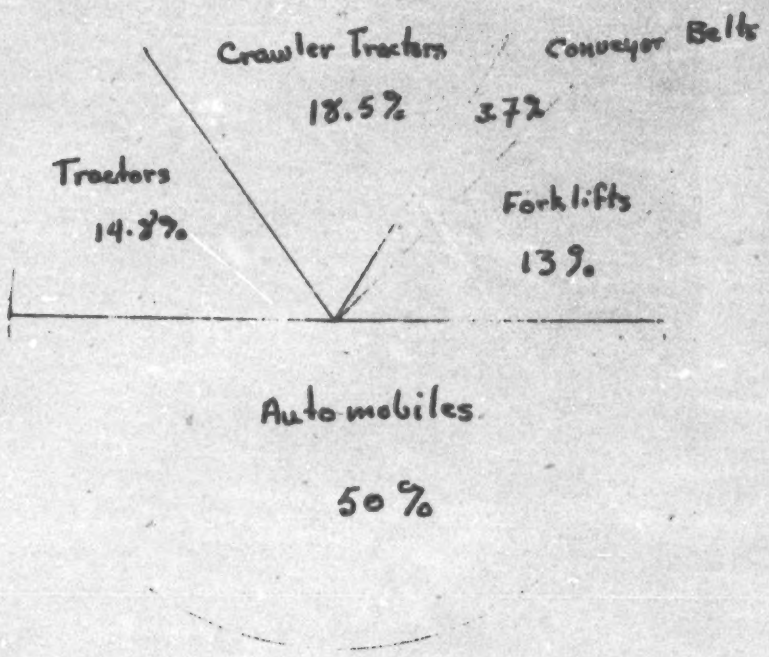
Formula	Example
360 x percent	360 x .50 = 180

4. Steps of developing a circle graph. A blank graph is included with this lesson.

   a. Have students give each graph a title in the space provided. Example: "Quantity of Automobiles, Tractors and Heavy Equipment Available in Our Town."

   b. Have each group of students develop their own circle graph entitled "Quantity of Goods Available."

   Example



4. Discussion Questions

   a. What are the steps one goes through in producing a circle graph?

   b. In what ways do circle graphs help interpret data?

   c. Looking at the graphs we have made in class, which category of goods is most numerous in our community? Which is the least numerous?

   d. Look at the graphs we have made. Which category of goods is most important in terms of value? Which is least important?

   e. How dependent are you and your families on the products from the rest of the world?

   f. What would your life be like without these products?

   g. List some of the reasons Americans use many products produced in other countries.

   h. What kind of relationship exists between our community and the rest of the world?

D. Teacher Notes

   1. It is suggested that a transparency of the circle graph included in this lesson be used in making the graphs of the total quantity and total price of goods as found by the surveys.

   2. The teacher will have to explain that while the student surveys are not inclusive of all foreign goods available in the community, the surveys are acceptable for purposes of developing the skills necessary to read and interpret circle graphs.

E. Reference

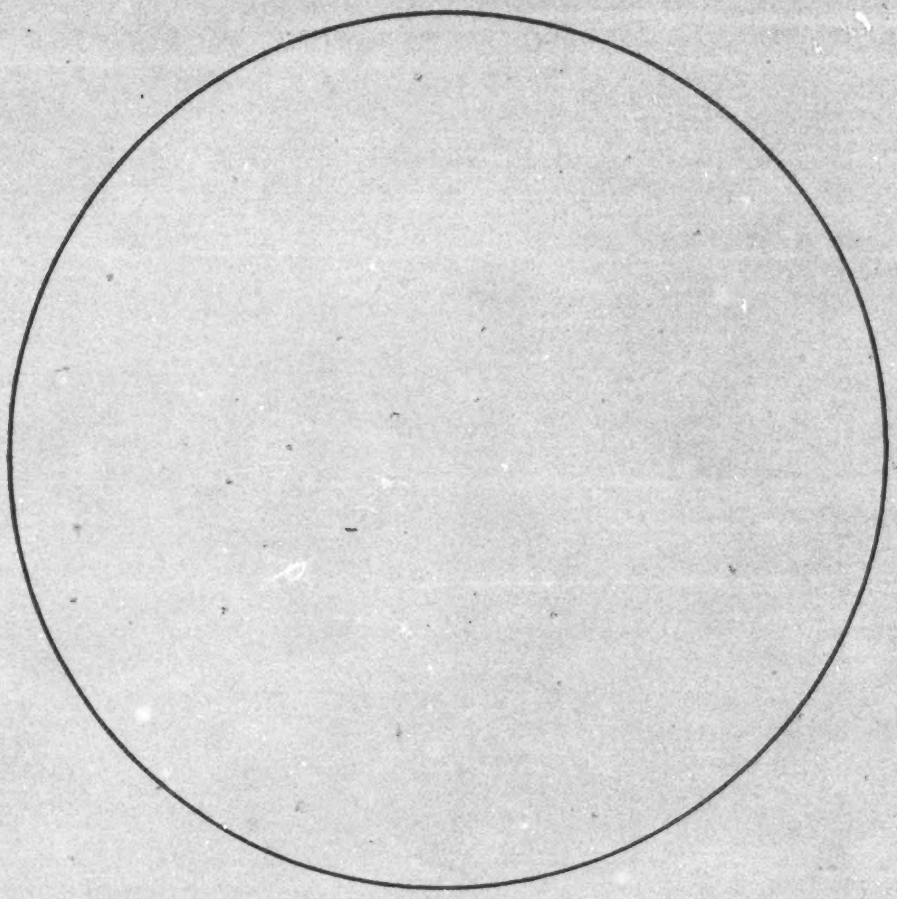
   1. Alan J. Hoffman, "A Case for Using Survey Technique with Children (with some reservations)," Social Education XXXIX, 7 (November-December, 1975), 489-492.

Foreign Made Products Survey

Product	Country Where Good was Produced	Store	Quantity for Goods Available	Price
Food Items				
			Total Quantity	Total Amount
Tools and Equipment				
			Total Quantity	Total Amount
Luxury Items				
			Total Quantity	Total Amount
Clothing				
			Total Quantity	Total Amount
Automobiles, Tractors, Heavy Equipment				
			Total Quantity	Total Amount

Circle Graph

Title _____



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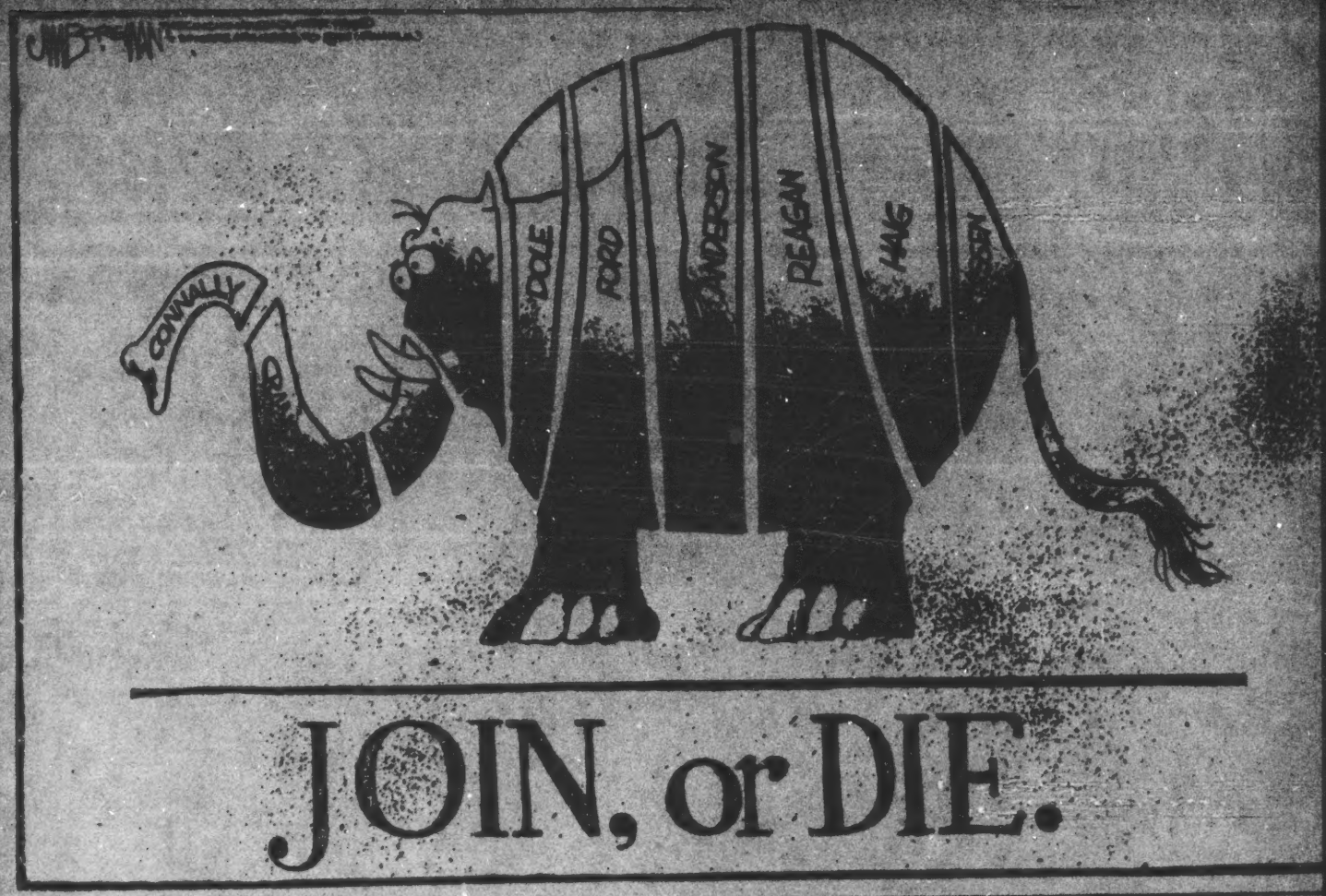
HEADLINE STORY

THEME

EDITORIAL COMMENT



HEADLINE STORY

THEME

EDITORIAL COMMENT

9-11-71

Mike Peters
...OUR COUNTRY WAS FOUNDED ON THE PREMISE THAT EVEN THE LOWLIEST OF KENNEDYS CAN GROW UP TO BECOME PRESIDENT.
UNITED STATES

HEADLINE STORY

THEME

EDITORIAL COMMENT

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